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ABSTRACT

These seven papers from the section on children's libraries address such topics as library services for children, training of children's librarians, outreach programs for children, bibliographic instruction, and children's literature. Titles of the presentations are "Children's Libraries Information Services to Children, Adults and Institutions," by Alice Geradts, The Netherlands; "Children's Library Users--Are They Adults?" by Malin Koldenius, Sweden; "Information and Documentation on Children's and Youth Literature in the GDR," by Heinz Wegehaupt, East Germany; "Information Concepts and Skills for Schoolchildren: An International Study on Instructional Materials and Their Development," by Ann Irving, England; "Development of Children's Literature in Thailand," by M. L. Joy Nandhivajrin; "Information Services for Children, Adults, Institutions and Organizations in the Context of Library Work with Children in the German Democratic Republic," by Irmgard Dressler, East Germany; and "Education and Training of Children's Librarians," by Aase Bredsdorff, Denmark. (RBF)

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# Children's Libraries Information Services to Children, Adults and Institutions

by
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# CHILDREN'S LIBRARIES INFORMATION SERVICES TO CHILDREN, ADULTS AND INSTITUTIONS

## INTRODUCTION

One of the objectives of the public library is the free flow of information.
"The youth library, being part of the public library, is a public facility, which is to make an active contribution to the development of all children by giving them access to books and other material and providing guidance, where necessary, to children, their parents, teachers and others involved in educational practice."
(Objectives for youth library work 1976, mentioned by D.Reumer, The Netherlands. In : "Library Service to Children; An International Survey" ; ed. by Colin Ray, New York etc., Saur, 1978, p. 98).
So the children's library has to be an information centre not only for children, but also for all adults and organizations, which are interested in children and literature.
The library has to know its young and adult (possible) users and inform them about its possibilities and resources.
Of course the children's library is not the only information and referral service but it can be a link in connection with other agencies.
The children's library work, including several activities, can be organized on local, regional and national level.The exchange of information on different levels makes a reliable information network possible for the whole country. This paper tries to give an outline of such an information network. It will not mention the technical aspects of centralised automated systems, but some of the contents of information, contacts and activities.

## CHILDREN'S LIBRARIES INFORMATION SERVICES ON NATIONAL LEVEL.

### - THE ORGANIZATION OF A NATIONAL CENTRE

The organization of an institute for children's literature and library work is different in several countries.
Some institutes are independent organizations with an own board, others are part of an university: research and teaching are goals.
Several institutes are department of a national or state library, some are a department of a national libray organization or a national library school.

### - TASKS

Some of the objectives and goals of existing centres which I already mentioned in 1980 in Manila are:

- to be the national information/documentation and research centre, which gives services on national level.
There has to be one central place in the country where everybody can get information. This documentation centre collects and documentates materials and co-ordinates activities and because of that, after some time, also researchers can find their resources there.

- to promote access to national deposit collections of children's literature,
When there are practically no original children's books yet in a country, it may happen that nobody is aware of the necessity of collecting and preserving at least one copy (of each print) of all the books (of historical value in the future).
Sometimes the national library collects children's books as a part of the national book production. For research, of course, it is easier to have a separate collection. However, everybody who needs it should have access to the national deposit collections.

- to preserve and documentate juvenile and professional literature and inform about it on national and international level.
Something is already said about the preserving of children's books, later on something will be said about documentation and publicating.
From the beginning one should buy professional literature (books and periodicals), certainly also from other countries, because national professional literature does not yet exist.
This is necessary and useful for inspiration: one gets new ideas by the experience of others and has to weigh the pros and cons of using or incorporating these ideas.
One should collect, documentate and preserve this material.
Everybody who needs this information should get access to it.

- to stimulate the growth of children's libraries and improve the services of children's libraries.
A national centre co-ordinates all kinds of activities.
To mention only a few: the centre can organize courses about children's literature and library work, organize regular meetings of children's librarians, edit several publications about the work and its possibilities, visit libraries and meetings and give advices.

(- to provide)

- to provide information and bibliographic service in the field of children's literature.
This information can be given by the organizing of central cataloguing of children's books and professional literature, by the editing of book reviews and information sheets for acquisition purposes and other activities, for instance initiating and participating in several bibliographical committees.

- to give publicity to children's books and stimulate children's book production.
In some countries, where the national book production is still poor, it will be necessary to stimulate new writers and illustrators, for instance by offering a prize for good manuscripts, by collecting folk tales and editing them.
One can give publicity to children's books by publications, articles and reviews in newspapers, on the T.V. and by broadcasting booknews.

- to promote teaching and research in children's literature.
When there is nothing at all in this field the centre should start with the already mentioned courses about children's literature and library work.
Later on one can stimulate and give information to existing courses in library schools and all kind of teachers-training-schools (from kindergarten to universities).
One should inform about literature research to individual researchers and universities.

- to serve children directly in connection with the information for researchers (in some cases).
Some centres in national libraries and universities have limited activities directly for children.
The results of these activities, for instance, some reactions of children to books, can be discussed by or given to teachers.

MATERIALS.

CHILDREN'S BOOKS.

The collection will usually include contemporary and old fiction, non-fiction and periodicals for children, children's books from a special language area in the country and professional literature. Usually a selection from fiction (and non-fiction) from other countries is included in the collection. This concerns editions, for instance translations, which are important for comparision. Another possibility is also to collect fairy tales from other countries, (which can be used for an exhibition) to promote the translation.
A mutual arrangement should be made with other institutes in the country about special collections.

Arrangement of books.

The arrangements on the shelves can be done in different ways:

- classification by size.
- shelf arrangement for open access.
- chronological arrangement.
- systematical arrangement or arrangement by subjects.
(- alphabetical)

- alphabetical arrangement by authors.
- arrangement for closed access.
- fixed location, or absolute location.

The arrangement depends on the kind of collections and each special situation.
For whatever arrangement one chooses might be important, however, more important for researchers and others who expect to find information are the different catalogues.

Catalogues.

For each Children's Literature Research Collection it is essential to have many catalogue entries, or different kinds of catalogues.
A very detailed description is certainly necessary for old children's books.
A printed catalogue (with regularly appearing supplements) might also be extremely useful in that case.
It is possible and advisable to have many catalogue cards of one book.

- First of all tracing cards, which indicate all different entries.

These entries can be on:

- author
- title
- subject
- system
- illustrator (engraver, illustrator of the wrapper)
- graphic artist
- translator
- series
- editor
- publisher
- printer (important for old editions)
- year of edition
- writer of the preface and foreword
- country of origin.

These catalogues are essential for all kinds of research and information, although it takes a lot of time to maintain them.

PROFESSIONAL LITERATURE.

Professional literature on children's literature and children's library work will mostly include books (quick reference) doctoral theses and other professional literature like materials about the history of children's literature, authors, illustrators, children and books, children's library work .
Often an exchange program with publications of other countries takes place.
Periodicals, dealing with the subject field and articles from general periodicals.
Newspapercuttings. There are in many countries commercial houses, which make the first selection of articles from newspapers on any requested subject.

Documentation of professional literature.

The main task of the documentation of professional literature can be to produce materials for information, reviewing, study, research and publications.
Periodicals. Like everybody knows: professional periodicals often contain new items and developments in a subject field, which are not published before. It will take a lot of time before these new developments are mentioned and discussed in books. The documentation of periodicals is indispensable because of this up-to-dateness of the information.
Documentation is not only to index articles and make short or long abstracts, documentation is not only the analysis of articles from periodicals, but also bibliographical control of all kind of publications.
Some possibilities for this special kind of periodicals are:
- making abstracts from articles.

Documentation of:
- awards of children's books;
- reviews of children's books;
- reviewws of professional literature;
- book lists;
- books of the own country, which are translated in other countries;
- biographical material about authors, illustrators, publishers,etc.

Tracing new material by using the snowball method (following the references quoted in a recent article and then the references found therein ) can be sometimes advisable, sometimes not because of the arbitary choice of the authors. More useful can be to consult abstract journals, library catalogues, bibliographies, reviews and (foreign) colleagues.
Newspaper cuttings.These can be documentated in the same way as the periodicals.
Professional books. Professinal books usually are classified and annotated. Chapters and fragments from books can be classified separately.
It is advisable to have also several catalogues of the professional literature, for instance on:
-author
- title
subject/genre.

Catalogues and documentation of professional literature are already valuable sources for information and research.

PUBLICATING IN A NATIONAL CENTRE

In the first years of its existence the information of a national centre mostly will be simple and basic.
After some years the simple questions can be answered by the children's librarians and other specialists in the country themselves, because the national centre provides them with publications and all kind of information for their patrons.
The interest for children's literature will increase, because of the publicity. Therefore one can go deeply into some problems and subjects: it is an interaction.
Patrons of the children's library can be children and adults.
The language, used in publications for children, should be adapted to the age-group, which one tries to reach. For young children one should choose short sentences, no difficult words and expressions.
(Publications)

Publications can be made in co-ordination with specialists in the country and a consultation of the book collection and the documentaion of professional literature.
Here there will be already mentioned several of the contacts one can need for publications of the centre.
For the preparation of most of the publications one needs persons, not groups, organizations or institutions, because the interest for children's and youth literature is a rather arbitrary matter. Often this interest is committed to one person. One person cares for it, another does not, there are only a few exceptions to this rule, for instance children's librarians, the children's literature departments (or teachers) at the universities(or teachers colleges) and authors at schools.

GENERAL PUBLICATION

- Brochures with information about the activities and publications of the centre.
In the beginning one can write a leaflet about the activities of the centre. Later on one can have brochures and eventually place advertisements in for insance periodicals for librarians, teachers and parents.

PUBLICATIONS FOR CHILDREN

Not only the language of the publication should be adopted to children, but also the lay-out (illustrations) and format.
- In some cases one should even start with the publishing of children's books (or translation of children's books)when the national book production is still poor, with the help of authors, illustrators or translators of the country.
- Book lists; annotated lists of children's books about special subjects, such as Family life, Animals, Secrets. This is basic material, which can be produced in a not expensive way.
- Reading programs.
This is a kind of book promotion intended to stimulate reading of books of quality without competive elements. Included are instructions for children. Children's librarians can contribute to these programs.
- Childrens Book Week,or Book-day materials.
These are not the first publications one makes, but certainly very attractive ones. For the choice of the yearly theme there can be cooperation with the national publishers and booksellers organization. Contributions can be made by authors and illustrators, the materials include suggestions for activities,puzzles, booklists, book-marks and posters.
- Periodicals for children(about books and the library).
Includes fragments and illustrations from books, description of writers and illustrators, information about the children's library.
With contributions, book reviews and letters by children, games, riddles, etc.
- Library lessons, or other instructional tools about children's literature. Instruction in how to use the library, the catalogues, how to enjoy books, etc.
Contributions can be made by children's librarians and teachers.
- Audiovisual materials about books, for instance adaptations of children's books in the audiovisual media, such as: picture books as slides, sound filmstrips , cassettes and eventually animated films.
This material is made for children all over the world.
There are possibilities for translations into other languages than English.
(The materials)

The materials can be used in schools, libraries, community centres, teachers training schools etc.
Adress: Weston Woods International Inc.,Weston, Connecticut 06883 USA.

PUBLICATIONS FOR CHILDREN AND ADULTS

- Centralized catalogue cards (can also be used for organizations). This is one of the first publications the children's (and school) librarian needs. By making this annotated catalogue cards one avoids needless dupli cation of work of every librarian in the country.
- Publications about authors and illustrators, including biographical material and bibliographies . These can be published as brochures, on cards or leaflets, with contributions of publishers, authors and illustrators.
- Portfolios with article cuttings on authors/illustrators(with book reviews and biographical materials).
With contributions of publishers, authors and illustrators.
- Portfolios on special subjects (for instance about the Children's Book Week, books for and about the handicapped child, trends in ch ildren's literature.

PUBLICATIONS FOR ADULTS AND ORGANIZATIONS

- List of recommended professional literature(books and periodicals)
As already said one of the first things a new centre has to do is to order and buy professional literature, certainly also from other countries. In this material one can find a lot of information.
The first lists of recommended professional literature should not be elaborated, but simple and clear.
- In a country where the children's library work is still in its infancy one could consider the following working-method.
One could use book-lists made by the specialists of the library course. Before one starts a course on children's literature and library work, the future teachers have to specialize in a special subject. For their lessons they will make book lists. These lists can be multiplied and used not only for the course, but for all the libraries in the country.
- Reports by the students of library courses about children's literature and library work. One should select the good reports, classfy and multiply them .
That can be the beginning of a national professional literature,
- The organization of a book review service (book reviews, information sheets for acquisition purposes and catalogue cards) with contributions by children's librarians and specialists on several subjects.
The book reviews can be published on cards; on cards in the professional periodical, for instance on one side the book review, on the other side the catalogue cards; or as text in a professional periodical.
- To compile and edit an annual guide of children's books like "Boek en Jeugd; jeugdlektuurgids voor gezin en school" (Book and Youth; guide of children's literature for the family and the school) with a section for Frisian books (a special language area in our country).
Eventually one can publish an annotated guide like this, with the assistance of the national publishers organization and the library of the special language area.
- Professional periodical.
In the beginning it can be a table of contents of other special periodicals or a news bulletin. Later on there will be a need of a real periodical with original articles, reviews etc. If it is possible one can invite to contribute for instance authors, teachers, parents, head news bulletin for children of the TV, professors, individuals, etc.
- To edit, collect and make accessible (classify and sometimes translate) professional books or monographs.
First one should gather specialists, who make an outline of possible and needed subjects and indicate the sequence of the several publications.
(It will)

It will help to get more customers for them.
It is the easiest way to start with simple brochures, monographs or readers ; a real handbook about children's literature can be made much later. Contributors, See: professional periodical.
- Book lists for parents, teachers, etc.
With contributions by children's librarians.
- To make available audiovisual materials for adults (like professional literature on slides, tapes, films,etc.)
Possible contributors: children's librarians, authors, illustrators, or editions os Weston Woods, The Children's Book Council (for book promotion materials and ideas as book lists, posters, suggestions for activities).
Adress: Children's Book Council, 67 Irving Place, New York, NY 1003 USA.
- To compile and multiply a list of available lecturers in the country, with the subjects these lecturers want to discuss,and eventually an indication about the fees.
This list must be regularly renewed in consultation with the contributors in the country.
This is of course not one of the first things to do, one can say the same of the items which follow.
-To compile bibliographies of special, contemporary collections of children's books (in co-operation with libraries and organizations in the country).
- To compile bibliographies of old children's books(in co-operation with universities, museums and special individual collections of children's books).
- To make abstracts of articles in periodicals(from the own country and abroad) on cards or in a professional periodical.
Contributor: mostly an editor, or children's librarian of the centre.
- To write articles in periodicals, or books of other institutes, or international publications about children's literature and children's library work (for instance Bookbird, Children's Literature Abstracts).
If necessary in co-operation with librarians, editors, etc.
- To collect and edit literature reports, theses, dissertations (in co-operation with students, library schools, teachers colleges, universities).
- To contribute to international bibliographies of professional literature (of course in co-operation with specialists in different countries).
- Eventually organize now and then an exhibition of children's books and professional literature.
If the transportation is possible and safe in a country, a national centre can supply exhibitions of books to public libraries and other institutions, with annotated catalogues, posters and decorated exhibition boards. Co-operation can be made with authors, illustrators and publishers.

MAKING CONTACTS ON NATIONAL LEVEL

RECURRENT CONTACTS

Some of the contacts the national centre makes with contributors to its publications, will take place regularly, for instance with the editorial committee of the professional periodical.
Other contacts will take place incidentally.
Regular contact on national level can include:
- Groups of children's librarians ad hoc, for instance for committees which give advice for publications, kind of information which is needed, catalogue work for the whole country, courses on children's literature for different groups.
- Children's libraries section of the public library organization for co-ordination of activities, subjects for meetings, etc.
- Departments of the public library association about co-operation and mutual activities, aspects of the library law.
- Library schools, professional education.
In several countries the national centre organizes courses for children's librarians, long before the official library school took over. Contact and exchange of information will stay important.
- When there exists one special language area in a country one can make contacts with the organization for this area (which promotes the publishing and selling of children's books in this area).
Contact can be very useful for publication and information.
- Editors of other periodicals about children's literature and library work ( in order to define the contents and approach of the publications).
- Writers, illustrators, publishers organization (about common activities such as the Children's Book Week).
- In several countries there are special work groups on children's literature. These can be groups of parents, teachers, etc., who object to certain aspects of existing children's books, for instance books which give an old-fashioned, biased idea of the society. In this case they edit book lists of books they can recommend and promote new unbiased books.
Exchange of information and publications with this work groups can be very useful.
- Universities and all kinds of teachers colleges (for instance as external examiners at the examination of different training-courses, support of research).
Incidental contacts can include bookshops, centres for educational support or research, committees for awards, organizations for community centres and pre-school playgroups, individuals , ministeries, embassies, journals. That depends on local circumstances in each country.
In order to work more efficient it can be wise to analyse the information the centre provides, on regular basis (for instance once a year).
It will be interesting to discover which questions recur and what kind of individuals or organizations are the most interested in what kind of subjects. It can be of influence for new publications, staff members and information techniques.

MAKING CONTACTS ON INTERNATIONAL LEVEL;

Contacts on international level can be important from the foundation of the centre. An exchange of experiences,staff members and publication can be most useful, also for work on national level.

INSTITUTES
Some of the institutes in other countries are :
- Barnbokinstitutet, Stockholm;
- Children's Book Council, New York;
- Children's Literature Centre, Library of Congress, Washington;
- Dienst Boek en Jeugd, NBLC, The Hague;
- Institut für Jugendbuchforschung , Frankfurt am Main;
- Internationale Jugendbibliothek, München;
- La Joie par les Livres, Paris;
- Zentrum für Jugendliteratur, Berlin, DDR.

Librarians of these institutions and representatives of other institutions all over the world meet each other at the IFLA workshops of the Round Table of "Librarians Representing Documentation Centres Serving Research on Children's Literature".
Interested persons may ask if they can be put om the mailing list of this Round Table.
Adress secretariat: Children's Literature Research Collections, 109 Walter Library, University of Minnesota, Minneapolis,MN 55455 USA.

ORGANIZATIONS
Co-operation and exchange of information can take place with organizations as:
- Biennale of Children's Books Illustrations (BIB), Bratislava;
- International Board on Books for Young People (IBBY);
- International Course on Children's Literature, Loughborough;
- International Federation of Library Associations and Institutions.

For information about the IFLA "Children's Library's section" contact the secretary: Ms.I.Spangen, Statens Biblioteksskole, Daelenenggt. 26, Oslo 5, Norway.

Incidental contacts include librarians, publishers, students and other correspondents all over the world.
Questions concern individual research and publication and visits of groups.

My paper tried to give an outline of the information network for children, adults and institutions concerned with children's literature. Attention is paid to national, regional and local work and activities. When one uses the provisions which are mentioned here, many activities on regional and local level can be realized,
Every children's librarian will be able to develop local initiatives which are needed.
But perhaps this can be a good subject for a lecture from someone else.

Alice Geradts

IFLA Council 1981

DIVISION: Libraries Serving the General Public

SECTION: Children's Libraries

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# Children's Library users – are they the adults?

A lecture on the extra-mural or outreaching activities of Children's libraries in Sweden

by
Malin Koldenius
Children s librarian
Public library of Orebro, Sweden

Children's library users - are they the adults?

In Sweden the history of children's libraries or special sections for children in the libraries is comparatively short. The first children's library opened in Stockholm 70 years ago. Since then the development of children's libraries has been slow but steady. You can find psychological and social reasons why the children's libraries have developed in this way.

Children have been "discovered" during this century. They have become more and more important as the research on children's development has progressed and been intensified.

But it isn't only the research on children's psychology that has discovered children. The producers of massproduced books and mass-medias have found out that children also are good consumers. We are worried about this in Sweden today. I could give the situation a dramatic description but as I am expected to talk about the positive work with the users of the children's libraries I will stick to this subject although the consciousness of the massmarket and massmedia pressure feels heavy to me.

The children's libraries in Sweden developed slowly until the 1950s. In the 1960s many new public libraries were built. The knowledge and consciousness of children and their needs had at this time increased so they got room, and sometimes plenty of room in the new libraries.

The number of jobs for children's librarians developed gradually during the 1960s and 1970s. In spite of that, today, there are only 315 fulltime jobs for children's librarians in Sweden. As there are about 1.2 million children below the age of 12 it means 0.22 children's librarian per 1000 children. This figure can be compared with that of Denmark, where, a couple of years ago, they had 0.48 children's librarian per 1000 children.

During the 1960s we registered a great openess in the general social expansion and also in the expansion of libraries and children's libraries. Everything was possible. The libraries were expected to be cultural centers for all kinds of activities. The children's libraries were supposed to offer activities like painting, working with clay, they should lend pictures and toys for example. This was also taught in the library education during the late 1960s.

In the 1970s the increasing economic problems have had the effect that these great plans have been weaker. The libraries and especially the children's librarians have returned from working with clay, scissors and puzzles to work with books and fairy tales.

A stronger activity among the children's librarians also was a result of the greater number of jobs. It was now possible to get courses in further training in children's librarianship at the University of Borås, where the institution for education of librarians is situated. This fact that the children's librarians had the opportunity to meet for a long time, 3-4 weeks, have been important for our work.

The redirection to the books have been strengthened and the attempts to reach out to new groups have been intensified.

At the same time as this has happened the activities of the libraries at the regional level have been studied and developed. Certain jobs for children's librarians have been created at a regional level to give advisory service within the provinces. There are now about 20 children's librarians working as consultants. They will certainly have a vital importance for the progress of activities in children's libraries in Sweden. The differences in library service to children between libraries in a province could be equalized.

The third point of view is that children's literature has become a subject at university level and consequently an area for further research.

Great efforts have been made to get this new subject accepted. The Swedish Institute for Children's Books started in the late 1960s. It's manager, Mary Ørvig, is one of the persons who had to fight hard to get children's literature into the universities. During the 1970s Swedish children have been studied and their situation have been analysed from all points of view in a great number of papers.

All these aspects are important as a background when we shall look at and try to understand what is happening in children's libraries in Sweden.

Our purpose is that all children shall know about and know how to find books of a good quality in the children's library.

Many Swedish children have the advantage of growing up in families where literature exists quite natural, a lot of good books are available i those homes. These children will be able to find the books they want everywhere. They will be brought to the library at an early age, they will borrow books and read a lot. They know all the possibilities of a library and will be able to use it. The libraries must be open to them, they must get the information and the service they want. The librarians will never have trouble with these children.

On the other hand there are many children who don't grow up in reading families. They never see grown-ups reading books and perhaps they don't get in touch with books until they start the preparatory school.

We have more and more directed our efforts towards these children or rather their parents and teachers. We must try to reach out to all children. All of them must know that there are children's books of good quality and that they can find them in the library.

If we shall succeed in changing and improving habits we must start early, very early, and with the parents. In our outreaching activities we must try to reach those adults who don't find it natural to have books around, those who don't buy books in the bookstores, those who don't borrow books in the public libraries. I am sorry to say that 56% of the Swedish population never visit a library. That's why it is necessary to tell everybody about the libraries, that they exist, where they are located, when they are open and that it is free of charge to borrow books. We must tell them about all the kinds of books, about different qualities of books and we mustn't hesitate to start out a discussion on books of a poorer quality.

For these reasons some libraries in cities have appointed special children's librarians for extra- mural services. I am happy to say that in these cities the politicians have accepted the arguments presented on surveys, papers and conferences and have acted. They have understood that children's libraries and children's books belong to the total responsability we must take for our children. They have understood that the knowledge about good books must be spread to those who doesn't know.

I am one of the "outreaching" children's librarians and it is my intention to give you a description of this work, how to plan the activities in theory and also to give you some practical examples in an endeavour to show what can happen in our outreaching work. But I will also take the opportunity to speak of the future, what the near future could bring when we have been working along these lines for one or five years as well as some hopes and visions of a more distant future.

I started with the rhetorical question. Could possibly the children's library users be the adults? My answer is of course: Yes they are and they could be many more!

We have planned the outreaching work to escalate in steps, depending on our resources. Our aim is to reach out to all children via the grown-ups.

In step no. 1 we contact parents as soon as possible when their child is born and give them information of how children learn their language, of books concerning children's education, of children's books and of library services.

In many provinces in Sweden the regional and the outreaching children's librarians do, as we do in Örebro, channel the information through the Children's Health Services (CHS), a regional health care given free of charge to all children below the age of 7.

Until now this first health care has been directed to the physical conditions, but gradually it has been realized that mental fitness is as important and that soul and body can't be separated.

Consequently, when we contacted the CHS and asked them to collaborate the response was positive.

For more than one year the nurses have presented leaflets to the parents when their children are 0 and 9 months, 2, 4 and 6 years old.

The leaflets tell about the growth of children's language, how to speak to the baby, the necessity of good books for children. They also give examples on good books about children and children's books.

Naturally the leaflets contain the information that you can borrow the books in the library, where the library is and when it's open.

However it isn't quite sufficient that the nurses hand out the leaflets at the same time as other material, about baby food for example. They are trained and supposed to say a few words about children's language and books.

About 20 books have been deposited by the nurses. When they feel it is necessary they can show one of the books mentioned in the leaflets.

During this first period we have had three conferences together with the nurses from CHS. In the future we plan to see them once a year to discuss their work with the leaflets and books and possible revisions of texts and illustrations.

The greatest number of immigrants in Sweden come from Finland and it may be worth mentioning that the leaflets have been translated into finnish.

This last spring we have had an experimental course with a limited number of the nurses who have met four times, 90 min. each time. We have in the weeks between read the books deposited by the nurses in the CHS and then we have discussed them. A nurse student, visiting once, said: "I did never think that they or we could be so interested in children's books...!". In the education of nurses and other hospital staff a short study of children's literature is included. They often make visits to one of the children's libraries where the librarian can tell them about books and activities and especially about the collaboration mentioned above with the CHS.

In step no 2 the collaboration with the CHS will continue. Courses will be available for parents-to-be and those who have just become parents. It is not compulsory to follow these courses but the Government has issued a recommendation in this respect. This will be an opportunity for the children's librarians to suggest suitable literature and we can have booktalks on books about and for children. As the collaboration between the children's libraries and the CHS-centers already exists in many places I believe that step no 2 will be easy to organize.

The intentions are that the courses, above mentioned, for groups of parents will be followed up by additional courses given by the official Child Care. Swedish children's libraries cooperate since some years with the Child Care. In Sweden a law has been passed that all children at the age of 5 or 6 can go to the preparatory school. There is also a more or less developed system of day-nurseries, afternoon-centers for school-children (7-12 years old) and daymothers.

In my community, consisting of a provincial city and surroundings, villages and towns in all 130.000 inhabitants, we count with 390 groups of approximately 15 children, from 6 months to 12 years, and about 1700 adults who take care of them.

Almost all libraries in Sweden have a well developed cooperation with the various institutions for Child Care. Step no. 3.

It can include:

1. Regular meetings with a coordinator group consisting of representatives from the Child Care and from the Public library.
2. Book-service to all categories of institutions of the Child Care.
3. Book information to all personnel engaged in the Child Care.
4. Book and library information to so many parents that is possible.

There are many aspects according to these points. I will try to take out the most important things and those of current interest.

For instance it has been discussed whether every Child Care institution shall have a collection of books of it's own or not. After discussions in the coordinator group we have decided that our aim is that all institutions that possibly can, shall come to the library with the children and borrow books regularly. We even try to make appointments for them. Where the distance is too long we can send them one, two or even three bookboxes of 20books each.

In spite of the fact that they all can borrow books in different ways from the public library, each institution shall have some books of it's own.

We have, together with Child Care personnel worked out a basic list of books, mainly reference books for adults. These reference books will give the personnel the chance to find precise information to questions asked by the children. The teacher can pass the information on to the child at once and in a form that is suitable for age and development of the child.

This basic book-stock is a collection of 15 -25 books, encyclopedias, maps, books on flowers, animals, insects, books on simple cooking, children's games, song-books for example.

These few basic books must be completed with books from the public library, as I have described before.

We often hear from personnel of the Child Care institutions that they have problems in finding the books they want in the library. They want to find them for themselves. This ought not to be a real problem as the education of most of the Child Care-staff is considered to be an academic degree, including library-training. However, to tackle this problem at present, we have offered brief evening courses in "How to find the books you want in the children's library".

The attendance has been voluntary and high. My opinion is, of course that this training should be unnecessary, it should be everyone's knowledge from school-age to know to find books in the library.

Right now we are discussing the difficult and delicate question of how they use the books in the Child Care institutions. As a basis of our discussions we have an investigation prepared by some students from our local education of pree-school teachers. They have found out that books often are used in a passiv way and not given the stimuli intended. Rather as a "sleeping pill" at the mid-day rest, as a bribe or even as a threat: " If you don't clean up now, I won't tell you a story...". I hope that this discussion will stir deeply into the problem, so that all the teachers will understand that a more active use of books is to be preferred, especially from a pedagogic point of view.

We suggest them to have a fixed time every day for reading aloud to the children. For the very small children it could be a short time which gradually will be lengthened. We want them to tell stories in dialogue with the children or read a book - without pictures, trying to keep the concentration of the young audience. Poetry could be read at the mid-day rest, and we are going to establish a selection of suitable poems, nursery rhymes, poems written for children as well as poetry for adults.

It should be a natural thing to use the reference books actively. If it isn't possible to find satisfactory answer in the reference books available, it should be equally natural to phone the library for assistance or, if it's nearby, to walk to the library and look for an answer.

The basis of the outreaching work is, however, the book-talk. The librarian can raise an interest in books and get people enthusiastic i special books. I think it's one of the most important methods of the library work because it means personal contact. In our work it has been a start for interesting discussions in literature pedagogics.

Children's librarians and especially we,who are working out-reaching,often go out and talk about books and the library. We read a lot of children's books , we have learnt how to study and analyse them. We talk and have been talking, well and adequately of new books and older books. Sometimes we talk in a historic perspective, sometimes concerning one special subject, encouragingly at times, more strictly other times,especially when it concerns the mass-produced books and articles.

We continue these ways but fear that maybe it isn't sufficient. Imagine that after talking about Donald Duck or The Smurfette once, people will remember the subject but not have fully realized that the booktalk was aimed against these two mass-products. Out of such thoughts the study-circle on Children's Literature was born.

The best way, we feel, to get grown-ups to understand, know and get engaged in the literature for children and young people is certainly that they read and discuss the books and magazines with others. It is not quite sufficient to meet once, so the study-circle is planned for eight meetings. This kind of out-reaching activity has been developed within the last 12 months and we started with instructions for the study-circle leaders. After that 7 circles have been held, each with 10 - 15 participants. As a principal book we use Lena Kåreland's "Möte med barnlitteraturen" (Encounters with Children's Literature). The study- circle programme has been worked out by me.

It is worked out on the experiences made in book-talks and in a few test-circles we had, to find out what parents and Child Care staff wanted to discuss. It was for instance the influence of TV on children, commercial book-clubs, comics, books of good or poor quality.
Our study-circles are open to all kinds of people and in these 7 first circles there are personnel from the Child Care, parents and teacher-librarians attending.
In Sweden we have about 10 nation-wide institutes, who with Governmental and community contributions organize study-circles. One of them has helped us in this work, the library has supplied books and other material such as books to examplify the massproducts, slides from comics, magazines, book-lists. The outreaching librarian attends on one of the meetings, as an expert, to talk about a special subject and to answer questions.

As I have mentioned there is an education for Child Care personnel at an academic level. It is of great value for the collaboration between the Child Care and the libraries that our outreaching work takes us to these schools. We will tell the students about the collaboration, discuss and test our methods and ideas.

It can be mentioned that our outreaching service has its origin in the collaboration with the Child Care, but as you can see many other activities to spread information about children's books and libraries have been added.

Step no. 4 must naturally concern the school. Swedish children go to school for nine years.
As soon as the children can read and write, the work should be directed towards the library. All schools have a library of their own. It is my opinion that the school libraries should offer a basic book collection of reference works and some other literature related to the study plans.
The public library can then offer the best selection of books for additional reading in class-rooms and at home.

The public libray can arrange book-boxes for spare time reading, books that not only children but also teachers and parents may read and discuss, knowing how important it is to children that the grown-ups take an interest in their reading.

The school shall have the responsability to teach children how to find books and how to find in the books. They must know the systems of catalogues, the shelving of books and so on.

The public library can be a coordinator for example for book buying and book selection. My opinion is that all institutions in a community shall have the same objectives for book selection.

The children's librarians can give teachers and parents information about new literature like the services to the Child Care.

What I have now stated must be referred to my visions and hopes for the future. We have not reached that far in Sweden - yet! But it shows how I would like to see the development of the outreaching work in a fourth step.

A limited number of school librarians are appointed for cooperation with the schools, we have started recently and the discussions are lively.

What I consider to be <u>step no. 5</u> does already belong to our outreaching work. It concerns the spare time of school children and young people, time they often spend in associations and clubs. There are many organisations that offer activities for children, you may include the State as well as Free Churches, political parties, sports clubs and other organisations working in various fields of interests on an idealistic basis. There are a great number of adults leading these activities among children.

Fancy, that they all used books in their activities...!

As we still are working on our first steps we have, so far, only had time to plan how these organisations shall be supplied with books suitable for their programmes.

Our aim is that all of them will bring suitable books to the meetings, talk about books, read aloud sometimes, discuss comics and magazines with the children and young people.

The sketched plans are:

1. To make an information material about the services that the library can give. This material can be channeled to all of them via a central community organisation.
2. To have discussions with the leaders of each association, especially regarding the distribution of books and the kinds of books that is suitable for that special association.

To give an example, we visited one of the major Free Churches, they had 90 leaders for children and young people. We took the opportunity to talk about the mass produced literature. Afterwards we loaned them sets of the poetry book "Jag skall fråga Gud" (I will ask God) by Britt G. Hallquist.

3. To organize future information to be sent regularly to all association leaders.

Probably we shall have to prepare for basic courses in Children's Literature for a great number of the association leaders.
The experiences from our book talks and study-circles will be usable.
To an extent the association activities for young people take place in so called "fritidsgårdar", youth centers, where children, between the ages 10 - 20, can spend afternoons and evenings together. Many young people visit these centers without any liaison with associations. For all cathegories in the youth centre there must be books and magazines available, borrowed from or bought with help from the public library. This will ensure that the objectives previously mentioned will be observed.
The personnel at the Youth Centers should get information regularly from the library, to be able to tackle discussions on good and bad books or comics with the young people.
One more step of great importance is the additional training of the library staff. This is, for natural reasons, not a responsability for the outreaching children's librarians but for the personnel department of the public library.
It is necessary that all our staff is well acquainted with our activities and with the contents of leaflets and book talks.

This applies to the librarians for adults, for personnel at our many branches, clerks and even the truck drivers who take care of the distribution of book boxes. They must all be aware of the various groups that the outreaching librarians meet to be prepared that new borrowers can come to the library.

There is still another group that has the right to be properly informed, the politicians. They must know, not only for giving the grants but also because they will meet people who have been informed about children's literature and libraries.
They must learn that culture, in the forms of literature and libraries are important and that it is necessary to spend money on books for children.

I have not mentioned children very often i my paper but behind and side by side with the grown-ups there are all the children we care of. All the grown-ups we work with meet the children every day or every week and they influence them, they are their friends and idols.
It is together with the grown-ups, parents, teachers and leaders that children must discover literature, the real good books.
It is the grown-ups who shall take children to the library and together with them try to find pleasure and knowledge in books.
Good books are important and so is the library. The library is also such a good idea, I use to say to those who don't know, to have all books gathered for anyone to borrow and furthermore have access to bibliographies , encyclopedias, newspapers and magazines.

It is important for everyone to know about it!

My vision is an active library with a lot of good books filled with knowledge, wisdom, fun and happiness, with active librarians, telling about their own reading experiences not only inside the library but also extra-mural on meetings, in study-circles, in industries and other places where people meet.
I want many intermediaries having continous information of new books from the librarians, lots of adults, who have deepened their knowledge via study-circles, actively discussing children's books and culture.

And of course all the inspired children and young people who know about the library and what's in it and how to use it.

My vision has been mixed with the actual situation into a picture of how Literature in a simple and natural way can be a part of everyone's life.
Literature used for pleasure and learning, to search for the answers to the deep questions of existence, to see and try to understand other people's situation and problems.

This literary interference must be organized and started out with an intense work. We need a strategy, an offensive planning directed to all the adults who have and work with children.

Otherwise nothing will happen.

Kerstin Stjärne, one of the most interesting critics on children's culture in Sweden, says:
"Personally I am convinced that in the liaison between man's own production of language, storytelling, writing, painting, playing, talking and the artistic distillations of high classical literature, poems, pictures, theatre there is a pedagogic bomb."

I want to take part in its explosion.

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Round Table of Librarians Representing
Documentation Centres Serving Research on
Children's Literature

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# Information and Documentation on Children's and youth Literature in the GDR

by
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## Information and Documentation on Children's and Youth Literature in the GDR

Throughout the GDR information and documentation on children's and youth literature have been developed to a very high degree thus assisting the development of a children's literature of high artistic value and offering prerequisites for research in this field. In order to give a survey at first mention must be made of the role the children's and youth literature plays in the GDR, the support it gets by the Government and the institutions dealing with problems of the children's book and their research and information activities. Then I would like to speak about possibilities of informing on the children's and youth literature of the GDR as well as the theoretical literature related to it.

I am not going to speak about information activities within library work with children since the Section on Children's Libraries will submit a paper on this topic.

## The role of the children's and youth literature in the GDR and its support by the Government

In the GDR children's and youth literature plays a decisive role within the education and training of allround educated personalities. Various governmental measures have assisted the development of an independent children's and youth literature since the foundation of the GDR more than thirty years ago. The children's and youth literature is based upon the ideas of humanism, international understanding and contributes to educationg young people to love

to peace. Young readers enjoy reading our children's books, which in turn touch their minds. In the GDR children's literature as part of our national literature is greatly esteemed and recognized. Various efforts have been taken in order to support the production and distribution of children's books of high artistic value. Every year about 650 titles for children and young people are published with a total circulation of about 17 million copies.

There have been different measures in order to develop children's literature; especially competitions and prizes have contributed to its qualitatively high standrad. The competition for the development of children's literature organized by the Ministry of Culture since 1950 as well as the competition "The best designed books of the year" and various prizes for writers and artists have not only been a source of financial advantage for people concerned but also contributed to their high standing in society. The awards have set standards for a children's literature of high level with regard to its contents and design.

Institutions of children's and youth literature

As early as 1950 the "Gesetz über die Teilnahme der Jugend am Aufbau der Deutschen Demokratischen Republik und die Förderung der Jugend in Schule und Beruf, bei Sport und Erholung"("Law on the participation of young people in building up the German Democratic Republic and the promotion of young people at school and at work, within the sports movement and during leisure time") showed the trend set for the development of a new children's and youth literature.

The Law influenced the establishment of a Kinder- und

Jugendbuchabteilung of the Deutsche Staatsbibliothek Berlin in 1951 concerned with national and international children's and youth literature. Up to that time children's and youth books had hardly been paid attention to at scientific libraries. The department serves both training and education and research and assists the activities in the field of children's and youth literature. It cooperates with those who write and design children's books (writers, illustrators, publishers) or who work with them (teachers, librarians, literary critics).

After the department had been established the children's books already available at the Staatsbibliothek were immediately delivered to it. Large stocks could be taken by means of second-hand bookshops, by buying up private holdings and by taking over discarded books of children's libraries and other libraries and institutions. At present the department has more than 92,000 volumes at its disposal, among them 4,000 volumes of theoretical literature on children's and youth literature, on children's libraries and on the work with young readers. In addition there are thirty professional journals on children's literature from all over the world. An international model collection of children's and youth books from abroad with 40,000 volumes remarkable with regard to their contents and design represents the largest part of its holdings. There is a complete collection of the children's literature of the GDR with about 10,000 volumes, and it holds about 38,000 precious volumes of children's books which appeared before 1945; the oldest ones were published in the 16th century.

The key to the department's holdings is a system of

catalogues supplementing one another. Apart from the usual alphabetic and systematic catalogue there are three additional catalogues (by illustrator, title and country).

Thus fundamentals have been created for bibliographical activities in the field of children's and youth literature in the GDR. On the basis of the book stocks and the system of catalogues various bibliographies and stock lists have been compiled. Bibliographies of other institutions and publishers' catalogues have been based on these catalogues as well. The second part of this paper will deal with different publications.

More than fifty exhibitions inside and outside the library informed on the holdings of the department, the most successful one "The fairy-tales of the Brothers Grimm" was shown in ten countries. Printed catalogues were issued on some of the largest exhibitions.

Various institutions concerned with children's literature have been established during the past years. The "Zentralstelle für Kinder- und Jugendliteratur" in Dresden subordinated to the Ministry of Education is responsible for methodical instruction concerning holdings at schools. It gives recommendations on stock building and supports continuing training of teachers and educators with regard to service to children and young people. It is provided with a technical library including educational literature and children's literature of the GDR.

The "Zentralinstitut für Bibliothekswesen" subordinated to the Ministry of Culture is responsible for library work with children. It is a scientific and methodical national institution of the general libraries network also including

children's libraries. Every two months the "Zentralinstitut für Bibliothekswesen" as "Zentralstelle zur Information und Dokumentation des Bibliothekswesens" publishes in cooperation with the Deutsche Bücherei in Leipzig the "Informationsdienst Bibliothekswesen" informing on and annotating monographs and articles from all over the world on library work with children, different children's libraries as well as on reading of children and young people.

In order to coordinate the activities of different institutions, organizations and people concerned the "Arbeitsgemeinschaft Kinder- und Jugendbuch" was set up in 1959. Since 1963 the "Beiträge zur Kinder- und Jugendliteratur" have been issued on its behalf.

The Kinderbuchverlag, the largest and most important publishing house of the GDR for children's literature, has cooperated with the Arbeitsgemeinschaft für das Kinder- und Jugendbuch in order to stimulate and support the efforts for scientific exchange of views in the field of children's and youth literature. This publishing house issues the professional journal "Beiträge zur Kinder- und Jugendliteratur" and the series "Resultate" dealing with results of research. Up to now six publications have been issued, among others on poetry for children by Edith George, on experiences with children-writers by Eva Maria Kohl, on the beginnings of a socialist German children's literature by Gerhard Holtz-Baumert. The "Studien zur Geschichte der deutschen Kinder- und Jugendliteratur", edited by Professor Dr. Horst Kunze, serve the research in the field of the history of the children's literature. A group of literary critics are concerned with an up to so fa disregarded

field. Ten studies on children's literature from the beginnings up to the present time have already been published. In addition to these series comprehensive monographs and bibliographies have been compiled and issued.

The Verlag Volk und Wissen, the pedagogical publishing house of the GDR, which also publishes textbooks for schools, gives methodical advice with a view to work with children's books at schools.

In 1970 the "Kuratorium sozialistische Kinderliteratur der DDR" was set up by the Minister of Culture being composed of representatives of the institutions related to the field of children's books. As a body of official representatives of governmental authorities, organizations and institutions the "Kuratorium" serves the development of children's literature, its research and book publicity. It is its intention to promote and coordinate projects and programmes for the development of a socialist children's literature of high artistic value, and it has continued the activities of the "Arbeitsgemeinschaft für das Kinder- und Jugendbuch" since 1973. On behalf of the "Kuratorium" the scientific professional journal "Beiträge zur Kinder- und Jugendliteratur" is published now.

Alongside the "Kuratorium" the "DDR-Zentrum für Kinderliteratur" was established responsible for implementing the tasks set by the "Kuratorium", i.e. for coordinating and planning research and scientific publications on children's literature and for activities in the field of book publicity. The "DDR-Zentrum" is regarded to be a scientific-organizational institution collecting papers, documents and literature on children's literature and informing on them.

It has a newspaper cutting collection, a reviewers' card catalogue and a card catalogue of dissertations at its disposal. The "DDR-Zentrum für Kinderliteratur" issues the "Schriftenreihe zur Kinderliteratur" including results of research on children's literature, such as dissertations and studies on readers' sociology as well as bibliographies. At present a representative literary-sociological study on the attitude of GDR school-children towards reading is initiated. First findings were published in the "Schriftenreihe zur Kinderliteratur". Every six months a "Bulletin" informing on the activities of the "DDR-Zentrum für Kinderliteratur" and other institutions of the GDR has been issued since 1970; in 1980 its title was changed into "Kinderliteratur-Report".

Work with children's literature is an integrated part of the socialist education system. Curricula of schools include children's books dealt with during the lessons, and teachers aim at influencing extra-mural reading. At the Institute für Lehrerbildung and Pädagogische Hochschulen (Colleges of Education) the subject children's and youth literature is part of the curriculum. In recent years various final examination papers and theses of graduates of the educational institutions have been dealing with children's and youth literature. The number of dissertations on this topic has been increasing at universities and colleges. From 1945 - 1972 there had been about 70 dissertations, from 1972 - 1979, i.e. within eight years, 40 ones alone. Special research groups set up at different Pädagogischen Hochschulen support and stimulate students' activities in the field of children's and youth literature.

A special research group composed of Germanists and Slavists of four Pädagogische Hochschulen compiled a monograph on "The development of a socialist children's and youth literature of the GDR", which will be published this year.

The various activities and efforts in the field of children's and youth literature have resulted in a considerable number of publications, partly included in literary-scientific, educational or cultural-political professional journals. Apart from the true professional journal "Beiträge zur Kinderliteratur" mention must be made of the journals "Neue Deutsche Literatur", "Der Bibliothekar", "Weimarer Beiträge", "Deutsche Lehrerzeitung", "Deutschunterricht". But you may also find reviews in daily newspapers.

Methods of information on children's and youth literature and on publications on the research in this field in the GDR

Children's and youth books are registered in the German National Bibliography compiled by the Deutsche Bücherei in Leipzig and issued as weekly numbers. The children's and youth literature has an own chapter including all the titles. The annual index as well as its five-year cumulative bibliography, the Deutsches Bücherverzeichnis, include children's literature integrated into the alphabet of authors resp. titles.

The latest children's and youth books, i.e., those which will be published in the near future, are announced by the "Vorankündigungsdienst für den Buchhandel" with short annotations. Prospects of various publishing houses issued every six months offer valuable information as well,

but best information is guaranteed at the Leipzig Fairs by special numbers of the "Börsenblatt für den Deutschen Buchhandel" containing information on new publications of the Kinderbuchverlage. The two most important publishing houses of the GDR responsible for children's and youth literature, the Kinderbuchverlag and the Verlag Neues Leben, issue printed catalogues on their publications every five years providing information of more than 90 per cent of children's and youth books.

Children's libraries compile various book lists giving recommendations for their readers, but there will be additional information on bibliographical activities of children's libraries later on. The Zentralinstitut für Bibliothekswesen publishes an "Informationsdienst für den Bestandsaufbau der Staatlichen Allgemeinbibliotheken" (Information service for the general state libraries) being also the basis of buying lists for the stockbuilding of children's libraries. The Kinder- und Jugendbuchabteilung of the Deutsche Staatsbibliothek is not only striving at information on its holdings but also at literature publicity. There are various bibliographical activities on all the different spheres of children's and youth literature. A bibliography on "Preisgekrönte Kinder- und Jugendbücher der DDR" (Awarded children's and youth books of the GDR) was published in 1979. But the department does not only pay attention to the children's and youth literature of the GDR. Every two months a list of new acquisitions is issued providing a selection of the most interesting titles of foreign children's literature, which is sent to institutions, publishing houses, libraries and other people interested in. On

the occasion of several large exhibitions printed catalogues have been published giving surveys of one or more countries, e.g. on the occasion of the exhibitions on children's books from socialist countries, England, Lithuania, etc. As well as the children's books had been no or only less attention paid to at libraries there had hardly been bibliographical activities in this field. Though children's books were included in general bibliographies, special bibliographies, however, did not exist. The Deutsche Staatsbibliothek has launched the compilation of old German children's books, and the first volume indexing children's books that appeared before 1850 and including 2,400 titles was published in 1979. At present activities in this field are continued.

There are various ways of informing on secondary literature, i.e. theoretical publications on children's and youth books. It goes without saying that monographs are integrated into the National Bibliography as well as dissertations which are listed by a special series of dissertations and habilitations.

Documentation services of the GDR to the different fields of social sciences also take the most essential publications on children's and youth literature into consideration. The abstract journal Theory of Literature of the GDR Academy of Sciences refers to significant monographs and essays on the history and theory of children's and youth literature. The "Informationsdienst Bibliothekswesen" issued by the Zentralinstitut für Bibliothekswesen informs on publications on children's and youth libraries, on library work with children and on the reading of chil-

dren and young people. Mention must also be made of educational documentation services. The "Referateblatt Pädagogik", issued by the Academy of Educational Sciences takes publications on the work with children's books at schools and the extra-mural reading of children into account.

Articles in newspapers and journals are listed by the periodicals catalogue of the Berliner Stadtbibliothek which is provided as card catalogue and made accessible at large libraries according to subject headings. The "Beiträge zur Kinder- und Jugendliteratur" continuously include a bibliography on "Neue Bücher und Aufsätze zur Kinder- und Jugendliteratur" (New books and articles on children's and youth literature) in order to give current information on latest publications. It informs on the most important publications (classified according to subject groups) from at home and abroad on the basis of the holdings of the Kinder- und Jugendbuchabteilung of the Deutsche Staatsbibliothek. The above-mentioned accession list of the Kinder- und Jugendbuchabteilung of the Deutsche Staatsbibliothek also includes publications on children's literature which appeared independently. Some bibliographies provide a survey of the total field. In 1972 the Kinder- und Jugendbuchabteilung of the Deutsche Staatsbibliothek issued a bibliography on the "Theoretische Literatur zum Kinder- und Jugendbuch" (Theoretical literature on children's and youth books) from the 18th century up to the present time, classifying systematically more than 2,200 titles.

Two publications of the DDR-Zentrum für Kinderliteratur refer to GDR publications only. In 1972 a "Verzeichnis der in der DDR von 1949-1971 verfassten Disserations- und Ha-

bilitationsschriften zur Kinder- und Jugendliteratur" (List of dissertations and habilitations of the GDR on children's and youth literature from 1949-1971) was published that included 82 titles taking peripheral subjects into account. The "Bibliographie der in der DDR von 1949-1975 erschienenen theoretischen Arbeiten zur Kinder- und Jugendliteratur" (Bibliography on theoretical literature on children's and youth literature published in the GDR from 1949-1975) compiled by the Director of the Kinder- und Jugendbuchabteilung of the Deutsche Staatsbibliothek is more comprehensive and refers to more than 1,700 titles of monographs, dissertations and articles.

The collaboration of different institutions makes a complete information and documentation on the children's and youth literature of the GDR possible.

IFLA Council 1981

DIVISION: Libraries Serving the General Public

SECTION: School , Children's Libraries

65/CHIL/3E

65/SCHO/1E

# Information Concepts and Skills for Schoolchildren: An International Study on Instructional Materials and their Development

by
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## BACKGROUND

The project resulted from a proposal to UNESCO from the International Federation of Library Associations and Institutions (IFLA), Section on School Libraries. The Section invited four people to form a working group to conduct the investigations: F.A. Ogunsheye (Nigeria), T. Bermann, (Denmark), A. Irving (United Kingdom), and E.K. Knudsen (Norway). In addition, J. Droog (Netherlands) was a corresponding member.

## AIMS

The project was primarily a feasibility study designed to examine the needs for, and practicality of, developing instructional materials to familiarise schoolchildren with the concept of general information and the concomitant skills for its use. The specific aims were to:

1. identify and evaluate existing materials and research
2. produce a bibliography of internationally relevant materials, based on those identified
3. identify gaps where the creation of materials would be possible, suggesting their contents, format and methods for production.

Emphasis was on information, rather than on library materials - only some information resources are found in libraries (for example, documents) - and also on the skills for handling information which are broader than those associated with using libraries and the documents they contain. This distinction is essential when thinking of the international context. In many countries information is regarded as a precious commodity, whether or not libraries exist and are accessible to children or adults. Information-handling is a skill comprising many complex, intellectual activities which are not limited to the provision of documents. Thus the rural child in developing countries can be equated with the urban child in industrialised countries; each grows into an adult who makes decisions based upon information which has been gathered and manipulated.

## METHODS

The project tean began by examining the 'concept of general information' bearing in mind the often poor provision in many countries, not only of libraries (both for adults and schoolchildren) but also of documents

published in the languages of the indigenous population. There are many definitions of the term 'information' and many different interpretations of information as a concept. It became clear that this was a major barrier to identifying relevant materials being used in schools throughout the world because it was difficult to express the aims of the project in terms that were universally understood by all the institutions and individuals contacted during the project period.

The solution was simply to express the aims of the project as they had been written, thus enabling the recipients to make personal interpretations in the light of their own experiences and understandings; the sifting of internationally-relevant material took place after details of it had been received.

## PROBLEMS CONSIDERED DURING THE INVESTIGATION

In many countries the transmission of culture, of attitudes, values and beliefs, is still done orally - and the transmission of culture is one of the stated aims of school education almost everywhere. Therefore, if there is poor library provision, a dearth of indigenous publishing, and a large reliance on the oral transmission of culture, it is difficult to relate the concept of information, or the skills for handling it, to the printed word. The materials considered to be internationally relevant needed to transcend these problems.

A clearly-related problem was that of language. Unlike the United Kingdom, where most people speak more or less the same language, many countries of the world have no common language - the large continents of Africa, India and Asia for example, comprise countries that employ several languages, based on the tribal movement and integration patterns which have developed over the centuries. Some, however, become used for instructional purposes in schools and other educational institutions. English, for example, is found as the common instructional language in many parts of India and Africa, and some parts of Asia.

But schooling is not the same elsewhere. Free education for children <u>is</u> widespread, but not always compulsory. Even if it is, it is hard to enforce by governments with major economic programmes to develop, and whether it is compulsory or not, it is often for a relatively short period of time in a

child's life. Education beyond middle school levels may depend upon examinations, resulting in only the cream of the school population being educated beyond the age of twelve or thirteen years.

Differences in library provision and access, publishing and documentation, languages, and schooling led the group towards a re-appraisal of information skills and concepts. The process of handling information is rather more a process of cognition and intellectual activity than of manual skill. The search was for elements of the information-handling process that are common to all kinds of information-seeking, whether or not there are accessible collections of printed resources and a related degree of literacy in order to use them. The process of information-handling also exists independently of teaching methods being employed in schools. For many children, the notion of information need is not closely related to school work, but to domestic life - the activities and knowledge needed for survival in society.

## THE REPORT

There seemed to be very little material which could be considered instructional, internationally relevant, and related to the context described in the preceding paragraphs. An annotated bibliography of over 70 items has been compiled. This is divided into five sections: bibliographies and reviews of the literature, books and articles on information concepts and skills, details of current research and development, background reading for teachers, and larger, final section listing items on methods and materials for teaching information concepts and skills.

The report also contains a rationale for the teaching of information skills and guidelines for creating instructional materials.

## MATERIALS FOR STUDENTS

Proposals are made for the creation of instructional materials for students. The materials should cover:

(a) information concepts
(b) information skills
(c) information sources:
    (i) systems
    (ii) contents

The British Library research carried out by Terence Brake[1] and the work of Norman Longworth[2] provide a useful basis for teaching information concepts. Both pose the question, "What is information", relating the response to all kinds of print and non-print information.

Information skills teaching is outlined in a document from the Schools Council.[3] The work of Edward de Bono emphasises thinking skills[4] and is particularly useful because so much of the process of gathering and using information depends upon logical or structured thinking.

Access to information sources requires an understanding of information systems e.g. the way libraries or data files are arranged, and of information contents e.g. the strategies for extracting information from a specific item. This includes reading strategies and the ability to formulate questions when seeking information. Also included are note-making and presentation, for the student must be able to store the information being collected and offer a synthesis to the teacher in oral, visual or written forms.

## MATERIALS FOR TEACHERS

In order to help teachers to integrate the teaching of information concepts and skills with their normal subject teaching, recommendations are made for a teaching package for teacher training which could also be used by librarians. This includes:

(a) an explanation of the concepts and relevance of information
(b) a taxonomy of information skills
(c) a school curriculum plan showing how the skills apply across the subject disciplines

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(d) samples of materials and methods used for teaching about information

(e) an annotated bibliography of further reading, sources of help and information

## PRODUCTION OF MATERIALS

Some of the proposals involve the use of existing materials. Others would require the production of new teaching materials. In order to meet the needs of individual countries and circumstances, the production should be planned by panels of teachers and librarians who can appraise their local circumstances and resources. If a school does not have a well-stocked library, for example, it would be irrelevant to produce materials that emphasised library skills!

Materials should be multi-media where possible for it is known that multi-sensory stimuli enhance learning, especially for young people.

## CONCLUSION

The working group report has been submitted to Unesco and publication is expected in 1981 or 1982. The task was a difficult one for many reasons, not least that of attempting to formulate teaching guidelines for educationists in many different countries.

The report is mainly in outline form. The expectation of the group is that librarians and teachers will use it as a basis for developing the essential skills for coping with the increasing problem of information growth. Becoming a skilled information user is essential to effective education, but it is also essential if young people are to be prepared for making good use of their national information resources, as and when these are developed.

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DIVISION: Libraries Serving the General Public

SECTION: Children's Libraries

90/UKP/4E

# Development of Children's Literature in Thailand

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Development of Children's Literature in Thailand.

"Thai children in the old days seemed to have very little literature of their own." This might be the impression occured in the mind of foreigners interested in the subject. Actually, Thai children's literature has long been a part of Thai cultural heritage in a form of lullabies, riddles, children ditties, epics and folk tales delivered originally orally through generations. Open books for children as well as adults were the temple walls where murals and engravings were shown depicting Thai history, the famous Ramayana epic, buddhist stories and other lores. The first written records of children's books in the early period were in the form of Samud Koi[1] Examples of the stories included Jataka tales, old versetales such as Pla Bu Thong (The golden goby), Laksanawongse, Phraya Chattant, Sang Thong (The golden conch prince), Nok-Krajab (The Reluctant princess or Rice-birds) whose authors were amonymous.

Jindamani, written by Phra Horathibodi during the reign of King Narai (1656-1688) in the Ayudhya Period, was considered the first children book. It was a complete text for Thai language teaching. After that, there were none other for a long time and children just shared adult books until the beginning of the 19th century.

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[1] A Samud Koi is a volume consisting of accordion-folded sheets which are made of leaves of the same family as the fig. (streblus : asper)

Sunthorn Phoo, an eminent Thai poet, could be recognized as the first known juvenile books author. His works, Sawasdiraksa appeared between 1821-1824, then followed by Karb Phra Chaisuriya (1830) and Supasit Son Ying, i.e. Advice on young ladies' decorous Behavior (1837). During this early stage children also enjoyed excerpts of full-length stories written for adults such as Khun Chang Khun Phaen and Phra Abhai Mani. The latter title was written by Sunthorn Phoo whose adventurous contents in the poet's imagination were very much advanced in scienctific and modern technology like those in the works of H. G. wells and Jules Verne.

Approximately the same period as Sunthorn Phoo, there was a lady poet Khun Suwan who wrote two funny verse stories comparable to Edward Lear's nonsensical rhymes. Her works were Phra Malethethai and Unarut Roi Ruang which are still loved and read at present.

Phra Mahamontri was another person whose work Raden Landai, has been a joyful reading for children and adults alike as those written by Khun Suwan.

During the reign of King Rama the Third, a great movement in book distribution occured when foreigners in Thailand founded a publishing firm. Chantakorob, Phra Abhai Mani, and Khun Chang Khun Phaen were among those selected first to be published.

Grammar book by Phraya Uppakit Silpasarn was in use for children from 1879 to 1941.

In the years between 1887 and 1928, starting from the establishment of the Ministry of Education, a great number of Thai

children books were produced to be used as texts, beginning readers and supplementary reading. Several textbooks teaching Thai language later replaced the Moolabotbunpakit which had be a prescribed reading text in the reign of King Rama the Fifth (King Chulalongkorn, a son of King Mongkut). Phraya Srisunthorn Woharn (Noi Ā-charayangkura) was the author of the book. He had chosen Sunthorn Phoo's Karb Phra Chaisuriya to be included as reading exercises in his book of which many Thai people in the older generation still loved and remembered.

Supplementary readings from 1897 onwards included Children in China, Children in Japan, I want to be a Sailor, and many fables, folktales, ethical tales such as Nitan Supasit (1911), Dharma Chariya (1940) and Jack the Giant Killer. Between the two years, 1920-1921, Prince Damrong Rajanubharb initiated the efforts through the Ministry of Education in the acquisition of nursery rhymes which had been orally preserved throughout the country and the prince supervised the production of Lullabies for Children which was the first and the most complete volume.

Important sources of Thai children literature other than the Ministry of Education from the end of the 19th century to the early 20th century peirod were many well-known schools in Thailand who produced children's periodicals, the first of which was Sang Arun or Chodmaihead Sang Arun (1982) by Wattana College. Other students' magazines which followed were : Assumption Ukossamai (1914) Suan Knlarb College (1922) Talang Karn Suksa Dhepsirindr (1922) and Rajinee Damroong (1927). Thailand's first children magazine published by a private publisher, Charoenpol Printing Press, was called Dek Thai

3 (16)

(Thai children). The most popular magazine of this type was called Nangsue Pim Nak Rean (Students Journal) sponsored by Chae Sethabutr in 1922 but it ceased publication three or four years later.

Privately owned publishing houses had also produced many well-known children's books. Aesoppakaranum or Aesop's fables was published by Suksa Pimpakarn Printing Press in 1891. B. O. Cartwight, Headmaster of Suan tularb College Wrote and published Theppakiranum or Classical Myths in 1908. Arabian Nights, Children's Treasures, Prehistoric Animals came out around 1932 by Hong Samud Thai Printing Press.

The first cartoon strips for children started in 1932 too when a famous Thai cartoonist, Sawat Chutarop began to adapt traditional Thai tales to strip cartoons which were serialized in the Siam Rasdara Daily. The first of which was Sang Thong (The golden conch prince). Pryoon Chanya wongse, a later Magsaysay award cartoonist, also started to devote his talents to serialized strip cartoons by selecting Holwichai (a story of the tiger and the ox) as his first story which appeared in Pim Thai from 1946 onwards.

During the years 1929-1943, the publication of children's books suffered a decline due to the revolution from absolute to constitutional monarchy in Thailand (1932) and the world War II (1939-1943). Anyhow some bright spots intermittently appeared in the children's world at that time. In 1940, the Ministry of Education published a series of supplementary reading books for school children. Most of which were written by Luang Kiratividdhayolarn. Among the well-known titles were : Nok Kangkhen (The Robins), Daug Rak, the clever animal, Udom Dek Dee (Udom, the good boy), and Mai Pen Rai Luem Sia

Therd (Never mind, let's forget), Some of which are Still used in schools nowadays. Two other novels for children were the best known and best beloved William Dek Chom Kaen (William the Notorious, on Mischievous William) written by Princess Vipavadi Rangsit and published in Pramuan Wan Magazine in 1940, and the heartwarming tales, Duangchai (1944) which Sim Viravidhaya had adapted from Heart.

Since the Postwar period (1948) there had been a real breaking point in Thai Children Literature. Almost every type of books were in the market. Kuru Sabha (The Teachers' Institute) was subsidized by the Ministry of Education and set up the office of Literature for the Purpose of Education. Two highly popular series of folktales Klang Niyai and Nitan Pradheeptong were published under the supervision of the office. The success of the series led other publishing enterprises to turn their interests to venture in the realm of children books production. The Prachachang Company published a collection of fairy tales called Nitan San Sanook and Nitan San Samran and sold at the price of one baht (five cents) a copy. Other publishing firms published books on general knowledge and sold at half the Nitan's price (50 satangs a copy) which was very cheap and the public could very well afford the buying for their children.

The Thai Library Association had a number of little books published to be sold at the very low price of 1-2 bahts each. The books constituted of original stories and translations and adaptations of Western stories and were deemed to commemorate the Children's Day celebration in 1959.

The rush of translated versions from foreign books could

be distinctively seen in 1950. There were novels, scientific fiction, Grimm's fairytales, Walt Disney Cartoons and many others. The most known were Heidi which was entitled in Thai as Kwan Chai Koon Poo (Grandfather's Darling), Little Women (Si Darunee) and Laura Ingall Wilder's Little House Series.

The same year saw the birth of an English magazine for Thai children- Standard Student Supplement which remained widely popular among Thai students for many years until its expiry date. Other good Thai periodicals came out around this time such as Chaiyapruksa (1954) published by Thai Watana Panich, which still survives to these days, and Darun Sann or Youth's Weekly (1955) published by Satri Sarn Printing Press. Other supplementary reading books by the Ministry of Education distributed around 1951 were. What Will I Be or Pen Arai Dee, Kho Mae Mai Look Nok (Please, a Mother for a little bird), Ped Mai (the Lost Duck) and Several others which represented the attempt to produce books with illustrations for children.

From 1959, children literature faced a five-year silence, until 1964 when Noo Noi Kloichai (Beloved little children), another children magazine made the first appearance through the efforts of Pwonsri Thamangraksatya. The magazine was agreeably and readily accepted until it finally ceased publication.

The Busincess Organization of the Teacher's Institute has been another gigantic source in children books distribution in moderate price. Among the early published titles (1965) in picture books and cartoons were translated versions of Sleeping Beauty,

Pinocchio, The Wise cat, etc. Others were Thai stories such as Phra Chaisuriya. All were written in simple verses. Further more, the organization has published several series of books concerning Thai cultures and general knowledge on history, science, and literature. In addition, series of mini-rectangular shaped of tales, stories, and informative books were published and sold at one baht per copy which are still popular among Thai children nowadays.

It was felt that the most acute problems which hindered the rapid development of Thai children literatue fell into two categories. Firstly the cost of production entailed staggering amount of capital expenditures, and secondly, the market was limited in number of buyers. Each title of children books were mostly published at 5000 copies at the most and oftentimes it took several years to be all sold. To help ease out the problems His Majesty King Bhumipoladulyady, The Thai present King, had graciously sponsored the production of some children books-around 1966. They were published in bilingual form, English and Thai. The titles were : Sri Dhanan chaya by Mom Luang Maneeratana Bunnag, Lopburi Monkey Club by Mom Luang Maneeratana Bunnag, and At the Beach of Clean Sand by Mom Dusdi Boributr of which the writer herself sometimes called her book as "shells" and admitted as to be inspired by the Western book, The House by the Sea.

His Majesty also ordered the Committee in charge of the compilation of the Thai children's encyclopedia, chaired by Lieutenant-General Phraya Salvidharnnides, to continue with its production. The first volume of the Thai Children Encyclopedia appeared in 1973. The publication of the sequels is still underway. There will be ten

volumes in the set. The sixth volume has just finished this year.

The Ministry of Education has been providing much incentive to the promotion of Thai children books through its annual contest held since 1929 rendering awards to the best-produced children books every year. The latest announcement was done in March, 1981.[1]

The world of Thai children literature is very promising now because many new firms specializing in the publication of children's books are blossoming up, such as, "Chomrom Dek," "Parnya," "Dek Koi," "Nan Nee," and "Pip and Co. Enterprise." The long-standing publishing houses have also increased their output of children's books. Among them are : The Business Organization of the Teacher's Institute, Duang Kamol, Ruam Sarn, Suriyaban, Bannakit Troding, T.K.P., Aksorn Watana, Odeon, Aksorn Charoentat, Thai Watana Panich, Bannakarn, Sandarn Sarn and Serm Vidhya Banrakarn. These publishers try to compete in their selection and production of children books in order to win the Best Book Awards which at present are under the responsibility of the Committee on Book Development which is attached to the Ministry of Education.

Children's literature in Thailand has had its ups and downs. The biggest boom, however, came into picture two years ago, in 1979,

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[1]See Appendix: List of Price Winner Books of 1980 and a translated version of one of the winning titles : My House is the Best.

being The International year of the child. Many of the pubtishing firms in oblige to the encouragement of the Association of Publishers and Booksellers of Thailand have produced more than 60 new titles and many reprints. Even the Thai Library Association had collected the little books the Association published 20 years ago (1959) and reprinted in a new form, a set of ten mini books contained in an attroctive and compact box.

In the writer's opinion, there is also another essential point that should be added in this report in order to give a complete picture on Thai children books and that is the matter of illustration.

Thai children, as all other children, love pictures, About four decades ago Thai children books were generally dull with crowded pages and rather didactic in content with hardly any or no picture at all. Now, Thai children living in the modern stage of book production are much happier in their choice of illustrated children books. Publishers and illustrators now understand that illustrations and format are among the most striking features to please their beginning and primary readers. Taking the picture book, Wan Yoo Nai (The Lost Kitten) into consideration,[1] it can be seen that illustrations are impressive and colorful. The sun, full and round with a smiling face seems kind enough in the morning. When noon comes, he looks very

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[1]The book is sent to be displayed as examples of the Thai children books at the congress.

fierce. In several places, pictures and words are interestingly interwoven. The words which curve around the palm trees and other objects here and there delightfully enliven the pages.

In The Golden Stag or Phya Kwangtong in Thai, The Reluctant Princess (Nok Krachab) and The Tiger and the OX, for examples, the illustrations and texts compliment one another. They are beautifully done in Thai artistic style of excellent Thai murals painting type of illustration.

Koo Koi Aree[1] (The Kind - hearted little girl) represents an example of illustrations which says things more visually. The reader, when looking at the pictures, dovelops a feeling of expectation while following the little girl walking through the woods with a pile of firewoods she has gathered, that she will soon be home....and when the nextpage is turned - she is home!

Children are fond of action in pictures. The book Poo Chana[2] (The Victor) shows a boy walking along with his goat and spotted the wallet. He picked it up and then started shouting, asking for the owner. The next page saw the owner who just found out that he had lost his wallet, and came running back for it. Every page throughout

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[1] The book is sent to be displayed at the congress.

[2] This book is also sent.

is all action-packed. It is interesting.

Children also demand truthful interpretation of the text in the illustration. Therefore, taking Khai Kho Kha[1] (A chick asking for legs) as an example. The illustrator is aware of the fact that his works will come under a close scrutiny of his readers, intentionally or not. It is the same as Western children when they pick up Madeleine to read. They keep counting every page to see whether there are 12 girls doing the same thing at the same time or not. In Khai Kho Kha, children count too whether the pig has 4 legs, the ant has 6 legs, the spider has 8 legs, and the worm who has too many feet that it is hard for him to keep track of.

Another preferred character of the illustrated books is that illustrations are appropriately and synchronizedly placed with the description of the episodes they are supposed to represent. Sam Sri Yark Pen Sua (Sam Sri Wants to be a tiger) and Maew Kab Tao (The cat and the tortoise)[1] are some among others that can fulfill this point very well. Illustrations accompany the text all along, not a page or several pages before or after the description, depicting Sam Sri who tries to imitate a tiger or showing the first encounter between the cat and the tortoise. Other two books to be added are Dek Chai Kamol Thieu Ban Toong (Kamol's day at the farm) and Pai Noi (Little Bamboo) which have beautiful illustrations in bright colors

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[1]The books are sent to be displayed at the Congress.

that attract children. The latter title, being first shown at the Fourth Printing Exhibition in Bangkok, had won a praise from Her Royal Highness Princess Maha Chakri Sirindhorn for such an attractive appearance.

There are many Thai children books with beautiful illustrations. The titles mentioned here are only some examples of which some of the books are sent for the IFLA participants for the corgress 1981 to browse through in order to get a glimpse of an idea on Thai picture books.

This report deals only briefly of the development of Thai Children's literature. Though the past seemed bleak and rather gloomy, still there have been flashed flares to light up the children sky often enough. Children love to read and always have a thirst for books. The demand is concretely promising. It is the responsibility of the awakening institutions and people concerned to join hands to present an illuminous aura of good literature to brighten up the future Thai children's world.

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IFLA Council 1981

DIVISION: Libraries Serving the General Public

SECTION: Children's Libraries

95/CHIL/4E

# Information Services for Children, Adults, Institutions and Organizations in the Context of Library Work with Children in the German Democratic Republic

by
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This report instends to provide you with some facts on the information services in the field of library work with children in the GDR. The reason for adding in this context also some information on the organization and the activities of library work for children in general is the fact that it is customary that the host country provides, within the framework of this section, some data and that you will also pay visits to some children's libraries and that this is meant as an introduction to such visits as well.

My report comprises two main parts the first of which deals with establishing conditions for successful information services, such as book-stocks, bibliographies and catalogues, methodical materials and staff. The second part deals with the practical side of the information services, with the enabling the children to independently using a library as well as with information services for adults who participate in the education and training of the children.

The focal point of my report are the information services for children, since a report given in the Round-Table of Documentation Centres serving Research in Children's Literature has already dealt with issues of information and documentation in the field of children's literature for adults like literary scholars, members of publishing houses, authors, sociologists, and others.

That is why I begin by making a few remarks on the information services for children and their needs for information altogether.

The children's needs for information differ, to a certain extent, from those of adults. The children's need for information covers a wider scope and is of a universal nature, as everything appears to children as being new and worth knowing. The interests of the younger children are still not differentiated and only gradually special constant interests concen-

trate on a definite field. Due to the growing demands created by the compulsory comprehensive ten-grade polytechnical high-school and the all-embracing mediation of knowledge, the demand for information of children is continually increasing. This is also enhanced by the manifold stimulations caused by television, radio, newspaper, and magazines. The teachers give the pupils tasks and the like to stimulate them for an independent elaboration of a definite matter. And so does the "Ernst Thälmann" Young Pioneers' Organization, the GDR children's organization. The education of the children towards independant acquisition of knowledge and indapenedant advanced occupation with individual disciplines is demanded by the curriculum in accordance with the socialist educational aims.

The book is an excellent resource, a means to meet the children's demand for information, for the individual finding out of answers to any possible questions. That is why libraries, too, here play a significant role and that information services are a very important issue within the framework of the work performed by the children's libraries.

In this context I may be permitted to provide a brief survey regarding the system of providing and supplying the children in the GDR with library services. In every town and village of the GDR the children have the possibility of borrowing books from libraries. In 1979, as many as 80 per cent of the children between 7 and 14 years of age made use of that opportunity. 27.2 per cent of the totalystock of the public libraries are children's literature, and 32.2 per cent of all borrowings of the public libraries were, in that year, children's books. These figures do not comprise the audiovisual materials. The work performed by the children's libraries is part and parcel of the network of the public libraries. This network follows the administrative-territorial structure of the GDR into districts and sub-districts.

The information services for the children have gradually developed. The first structural orientations in this field of activity were provided by the "Regulation on Information Services in the Public Libraries" of June 20, 1966, which was based upon a decision made by the Presidium of the GDR Council of Ministers on the further developing of the information and documation in the GDR, issued on April 22, 1965. That orientation was supported by the Library Regulation of May 31, 1968, as well as by the implementing regulations concerning the public libraries to the GDR Library Act from February 28, 1971

As to the first focal point: preconditions for a successful information services, i. e. stocks, catalogues and bibliographies and the like, staff etc.

Concerning the stocks: To a certain extent the total stocks of a library bear the character of informing children and the public libraries provide the children with some 10 million volumes (6.2 volumes per inhabitant of that age group). In order to enhance the information services however, apart from the open-access circulation stocks for children, available reference stocks have been established in the libraries for children. Such stocks are not meant for lending purposes but serve to be used as a reference stock within the library whereby the same titles may also frequently be found once again in the circulation stocks. These reference stocks, which are, in general, comprised in one two or more shelves, comprise reference books especially written for children, reference books irrespective of age, such as dictionaries, atlases and the like, but also reference books for adults, as far as no special children's books are available regarding a certain fields. In 1968, 1971 and 1980 the Central Institute of Librarianship, the central methodical authority for the public libraries, issued recommendations - book-lists - for the establishing of the reference stocks in public libraries. And also in the weekly "Information Service on stock-building

in public libraries and trade-union libraries", which is likewise published by the Central Institute of Librarianship, corresponding titles of newly-published literature are marked accordingly. The reference stocks are expecially meant to stimulate the children to turn over the leaves, look for information, use books self-acting to find an answer to a question.

A particular field is, over and beyond, the reference books on children's literature. We have literary-scientific works, bibliographies, monographies on authors, catalogues, publishers' catalogues and the like. Such publications are issued by the GDR-Centre of Children's Literature, the "Volk und Wissen" publishing house as educational aid for teachers, by the "Kinderbuchverlag" as literary-scientific series, by the Central Institute of Librarianship intended for librarians as methodical publications, by the Children Section of Literature for Children and young Adults of the German State Library as bibliographies, etc. (Cf. also report given at the Round-Table discussion). These materials are mostly stocked in the working room of the librarian, as a basis for his work, but also for answering enquiries made by adults who are interested in children's literature and, above all, for those who intend to make propaganda for children's books among children. These stocks are, at the same time, the basic stock for the "consultation centres for literary propaganda in the field of children's literature" which are at present springing up in many libraries and to which I shall refer once again in concluding.

As to the catalogues, bibliographies, etc.:
In the first place I must of course mention the catalogues. For more than twenty years the Central Institute of Librarianship has been issuing annotated printed cards for the compulsory catalogues of the public libraries. The cards of the children's books and of the books suitable for children are comprised within a special series. The libraries obtain the

cards by way of subscription and compose, on that basis, the compulsory card catalogues; one alphabetical by authors, one classified, and one alphabetical by titles. Since 1980, has been also issued annotated printed cards for a classified catalogue of the contents of fiction books for children. Printed cards of important articles taken from children's magazines may be obtained by subscription, too. Printed catalogue cards of discs and tape records are also being prepared.

Many children's libraries compile, additionally, special catalogues, e. f. catalogues of illustrators, for special stocks, such as pictures and slides, thematic card catalogues of literature concerning the various disciplines of the curriculum etc. These catalogues have, in the first place, been developed on the basis of definite, frequently occurring enquiries and are, correspondingly, of a different character.

In this context also must be mentioned the bibliographies which are meant for children. Municipal and district libraries as well as the Central Institute of Librarianship issue printed bibliographies. The themes and contents are coordinated every year between the Institute and the librarians who are in charge of library work with children in the district libraries of the GDR's. By that we want to avoid duplication but also escape to forget important topical subjects. As an example I may mention in this context the loose-leaf "Illustrated Bibliography of Children's Books", issued by the Central Institute of Librarianship in yearly two and three series consisting of single leaves introducing briefly one book each by short annotations and illustrations. The single sheets may be compiled, according to wishes, in the libraries.

The preconditions for information services finally include also the librarians. There exists in the GDR a three-phase training system for librarians, namely an apprenticeship, a technical training at the Library School in Leipzig and

moreover a university study course. Yet even after training the librarians must continually keep up-to-date, be conversant with topical themes in order to be able to cope with the demands made by the readers. Every year therefore the above mentioned library school among others holds advanced training courses for children's librarians. In addition advanced training courses and meetings are organized in the districts by the district libraries serving the exchange of experiences of the children's librarians. In some districts, such as Dresden and Erfurt, also regular courses for children's librarians are organized in conjunction with the district's academies for cultural activities. And it goes without saying that no librarian can do without studying the technical journals and without aware of the daily news.

Let us now deal with the main part: the practice of information services for children.
The central issue of the information services for children is active information on questions which is closely linked with advisory work, the assistance given to readers, and the recommendation of books in the open access library. What matters there is information on literature and subject matters, answering questions regarding selecting books etc., information on the arrangément of the stocks, etc. In contrast to informative services for adults, information on the stocks of other libraries, accessible through interlibrary lending, is immaterial as children are concerned. An enquiry carried out by the Central Institute of Librarianship with pupils of the 5th to the 10th grades, regarding the use of libraries, shows that, questions are particularly frequently asked by children, who are, through many years and frequent visits to libraries, familiar with the library, their stocks and the staff. Those questions aim more at technical literature and are stimulated by topical or scholastic reasons.

We, however, pay attention to the aim that the children learn themselves to find out of books the desired information, that

they independently find their way through reference books, catalogues and bibliographies. This is, of course, no tuition but is rather of a playful character. However, it may be certain that such a playful appropriation is more in keeping with children's minds. And particularly young readers prefer to be able to choose books in the open access library with the aid of the catalogues, by seeking in the shelves, by looking in the reference books.

The investigation, mentioned above, has confirmed these facts. 88.8 per cent of the visitors selected by themselves the books borrowed. 12.9 per cent of them used the catalogues, while 5.6 per cent used the reference stock(pupils of grades 5 to 7).

Information services for children therefore also comprises the important task of enabling the children to make use of the information sources, the reference books and other means of exploration. Consequently, the above mentioned "Regulation on Information Services in the Public Libraries" of 1966 devoted a special section to that task.
Within this endeavour the libraries are being supported by the schools.

With the aid of guided tours through the children's library for school classes, namely for the 1st resp, 2nd and the 4th resp. 5th grades, the children have, for years, been regularly made acquainted with the library. A corresponding passage is also contained in the curriculum for German lessons. During the 1st resp. 2nd grade the rules for using the library and the order of books in the open access shelves naturally stand in the foreground. In the 5th year, however, emphasis is laid on the introduction to classification and the use of the various catalogues and bibliographies and the use of the reference stocks. The explanations made by the librarian are in most cases followed by practical exercises, with questions the answer to which can be found by the children in the library.

Some libraries also organize additionally special events for promoting the reference book stocks, for example, the librarian briefly shows and explains some reference books and than by way of a quiz, the children answer questions using the books.

There are also examples of written exercises by way of price competitions. In various Berlin libraries, e. g., regularly sheets with questions are laid out for use, the answering of which presupposes the use of catalogues or reference books. Within certain time limits the sheets handed in are evaluated and those children are awarded prizes who have written the correct answers and so gained a fixed number of points.

The continuous advisory work, the systematic library tours, the various special events and other measures: all those are steps towards enabling the children to make proper use of literature, of libraries. Although the use of the catalogues and the reference stock by children may be still insignificant comparing with the use by adults, one cannot do without such information services. They are, at the same time, a "training field", and the making the children familiar with their use is one of the preconditions for "life-long learning".

In the course of the past years another form of information services in children's libraries gained significance: the information services for adults on children's literature and books on children's literature. This concerns parents, teachers, tutors, young-pioneer leaders, holiday personnel, kindergarten teachers and others, in short persons who are engaged in the education and training of children. Giving information as well as systematic initiative-information have, in that context, been the practice of libraries over many years. Nowadays "consultation centres for the promotion of children's literature" are being set up in larger children's libraries in district or sub-district centres. Thereby that aspect of the work of children's libraries is made visible

also to the outside and placed into the foreground. As mentioned before, this means a concentration of all methodical and other books on the promotion of literature among the children, of various catalogues information indices, bibliographies, methodical directives for story-telling to children, etc. in one place. That collection, which is frequently still accommodated in the office of the librarian, serves as a basis for giving information to children as well as for the library's activity to propagate children's literature.
These information centres for children's literature in the smaller towns are a valuable supplementation and continuation of the information and documentation services carried out by the central institutions in the field of children's literature.
(cf. also the report given at the Round-Table of Documentation Centres serving Research in Children's Libraries).

The information services for children in the numerous children's libraries might perhaps not seem as too practically significant as information services in the field of science and technology for adults, but quite particularly in this field the statement made by the IFLA-Memorandum for Library Work with Children seems to me to be justified, namely that the work performed by the children's libraries is the basis for the library as a whole.

One of our GDR writers, Juri Brezan, once said: "It seems to me incontestable that living and reading belong together just as two legs a person has which one advances alternatively in order to go ahead". Information services for children and "life-long education" seem to me to be similarly connected with one another. And for this reason I am happy to have been granted, within the framework of the Section, an opportunity for reporting our experience particularly in this field.

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Section: Children's Libraries

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# Education and Training of Children's Librarians

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The promotion of education and training for children's librarianship has in fact permanently been on the agenda of the Section. At intervals the subject has been taken up for reconsideration: Updating of information, discussion of aims and goals, structure etc. etc. For that reason the subject is still on the Medium Term Programme of the Section. This paper is a report on the activities of the Section within this area during the last years. The paper also submits suggestions for future activities and for a procedure.

In 1968 The Children's Library Section organized a seminar on training of children' librarians. Papers from 18 countries were discussed. The papers, which were drawn up according to an outline sent by the Section, contained information on training and education in general of librarians in public libraries as well as on training of children's librarians. The proceedings of the seminar were published in Library Service to Children, 3. Training, Copenhagen 1971. It was the general opinion, that the Section after some years should return to the subject on its programme. This happened in 1978 in Strpske Pleso.

In 1979 a draft "Recommendations for the education and training of children's librarians", prepared by Colin Ray, UK, was presented at the business meeting of the Section.

The Recommendation contains a.o. the following statements:

A. "Professional education needs to take into account three levels at which knowledge is required: The public librarian employed in the general work of the library, The children's librarian, within a public library or in a special children's library, The senior librarian in charge of services to children over a wider area."

B. "All professional education leading to public library work should include some study of children's librarianship as an integral part of the course. All such courses should offer the opportunity of specialization in work with children and young people as an option leading towards the requirements for qualification as a librarian.

There should be provision for additional training, later in the librarian's career, to equip a children's librarian moving towards a senior position with the skills in management which will be required to undertake the responsibilities.

There should also be provision for short courses to refresh a librarian's skills, and to add or reinforce skills needed as the service or the responsibilities increase."

In addition to A and B suggestions were submitted for a study plan or a list of subjects for the following courses at different levels: 1. Study for all students integral in the course. 2. Specialist option within the course. 3. Advanced study. 4. Additional courses. 5. Link with school libraries.

In his introduction to the recommendation Colin Ray says the following:

"The recommendations do not represent a detailed syllabus of professional education: having in mind the wide variation in local circumstances and in the stages of development of library provision among the member countries of IFLA, it would be impracticable to prescribe in detail what should happen with universal applicability. They seek to provide, on the other hand, a structure which each country can then clothe in detailed content in accordance with local practise and levels of development, and the demands made on staff in the operation of the library service. These will vary from one country to another, and even in one country at successive stages of library development. Within such a framework there is scope to expand and vary emphases within the themes listed in relation to changing needs."

The draft was discussed in a very general way as it was only distributed during the meeting and it was decided to send it to all members of the Section for comments. A few comments from the audience were also communicated to the members (September 1979). One very general but important reaction should be mentioned: There were objections towards connecting the education and training of children's librarians with the promotion of them. It was decided that the subject should not be on the programme for the Manila meeting 1981.

Comments have been received from 8 countries (Denmark, France, the Netherlands, Norway, Sweden, United Kingdom, the United States and the Sovjet Union). All of the comments are interesting. Unfortunately these answers only represent countries where training of children's librarians have reached a relatively high level. The commentators support the suggestion that all librarians need a knowledge of library service to children, although comments from the USA include a certain

reservation. The American comments find that the draft represents a "good beginning of a much needed statement. We will be interested in the next draft --"

Most of the comments are suggestions of moving this or that subject from one level to another, or to add subjects. An interesting tendency could be observed: Several subjects suggested (in the draft) for special or advanced study were wanted on the first level, for example integral in the programme for all librarians in public libraries. The comments also include general observations out of which I find it useful to quote the following:

Sweden: "The children's library is one part of the child's cultural environment. In order to give the most adequate service to the children, the children's librarian must have a good knowledge of the role of the children's library within the society, its relationship to the educational process and the cultural development within the country.

In order to give the most adequate service to children, parents and other adults in an intermediary role, the knowledge of children's reading habits, reading ability at certain ages, reading development is as important as knowledge of children's literature."

The Netherlands: "We miss a vision on the public library work/children's library work. We would recommendate to formulate, what the essence of public library work/ children's library work is nowadays, because in the course of the years changes have taken place.

The availability and supply of materials have increased and there is more variety than ever before. The questions of the readers have increased and there is more variety in the kind of questions.

On the other hand the libraries are much more aware of the fact, that there is still a greater diversity of potential groups, which they should reach. We connect this fact with our opinion that the essence of public library work/children's library work exists in transmission of information ..... In this draft we miss clear starting points. For this reason we propose the following questions for international discussion:

a. Which basic plan in this draft formed the foundation about the place of children's library work within the framework of the total library work ?
b. How does this draft fit into the total curriculum plan for librarians ?
c. Which aspects (subjects) should be taught during the basic first year curriculum for public librarians ?

This should be the starting points of everything: start from the basic library education, then the education for children's librarian and last of all a detailed curriculum plan."

From other countries, for example Denmark, similar comments were submitted. Aase Bredsdorff was asked to collect the comments and to produce an overview for a discussion at a meeting of the Standing Advisory Committee, which was held

in Prague October 1980. Here the members present agreed, that although extremely interesting, the comments received were not sufficient as a basis for a revised draft.

It was suggested that an attempt should be made to collect information about training from a number of countries. It was supposed that a presentation of different models of training might prove useful instead of or in addition to a Recommendation.

It was also agreed that an attempt should be made to establish cooperation with the speakers of the IFLA/UNESCO Pre-Session on Library Work for Children and Young Adults in Leipzig, August 1981. It was found useful that one or preferably more of the models represented developing countries. For several reasons - in the first place lack of time - this plan did not prove practicable.

Aase Bredsdorff was asked to consider how a number of models or examples of professional education for children's librarianship could be produced. At the moment of accept it was supposed, that by studying existing information on education - first and foremost Library Service to Children, 3 - it would be possible to set up a list of countries or Library Schools representing different models. The next step would be to ask colleagues in the various countries to give a description of their programmes. This plan is not realized, and not only due to lack of time. But the study of this material, material from other IFLA Sections and UNESCO little by little made me reconsider the procedure of our project.

An extract of these considerations will be given below. It is done in the hope, that they will be of interest not only for the SAC but for all members of the Section. It is strongly wanted to get more response and help from the members than we have got so far. But we cannot expect to have relevant response if we do not give the members relevant information.

The study of Library Service to Children, 3 and other sources, for example articles about training in Bangladesh, East Africa, Latin America, the USA and the USSR, in UNESCO Bulletin for Libraries, 1980, vol. 2, no 3, papers from the UNESCO/IFLA Pre-conference in Manila 1980, Rosa M. Vallejo: Education for Librarianship in the Philippines a.o., did not provide sufficient information for setting up a list of different models. The fact could be established that the education was not sufficient, but the two important problems in which we have so great interest were not clearly described: 1. Has the education for children's librarianship been given enough attention compared with the length of the general training ? 2. Which themes are integral in the main study, and which courses are offered to specialists ?

But even if such possible models had been found, I think it would not have been possible for one person to elaborate the questions or the outline according to which the various papers should have been written.

If the Section wants these articles describing different models, it is necessary to ask a small working group to elaborate such an outline. Otherwise I fear the the papers we get - how interesting they might be - will not be useful for our purpose. The same observation has been made by mr. Saunders, who in his very interesting study: Guidelines for Curriculum Development in Information Studies, UNESCO, 1978, p. 22, says the following:

"Even in the case of subjects where there is agreement about designation and scope there will often remain the problem of difference of interpretation and depth of treatment which reflect the viewpoint - or limitations - of the individual teacher or the institution itself. Such differences are often so great as to make the title or designation of a course near to valueless as a description of what in fact happens in the lecture room..... For these reasons - and many others - an approach to curriculum development which depends heavily on listings of course offerings from existing institutions - however excellent - has severe limitations. It is both dangerous and misleading to copy or to be overly influenced by the programme of another institution without a very full awareness of its distinctive objectives and characteristics, its constraints,its special opportunities. For the same reasons it would be relatively valueless - indeed, presumptuos- to attempt to prescribe in these guidelines a definitive curriculum: the "cook book" approach, as already stated, is quite inappropriate for our purpose. What is needed is an approach to curriculum development which can be adjusted to the particular needs of a particular situation, which will be adaptable and flexible, to meet changing needs."

By studying the activities of the Section Library Schools, I felt more and more convinced that our Section at this stage should establish not only a contact but a cooperation with the Library School Section. In our Section we need people, who have a comprehensive knowledge of the activities and reports from the Library School Section. They have been accepted by IFLA and partly by UNESCO. It goes without saying that such information is useful for our Section. But also from a tactical point of view it would be advisable to be informed about the philosophy and the terminology of these important documents. Besides the study by mr. Saunders I can refer to Standards for Library Schools 1976, in IFLA Journal, vol. 2. 1976, NATIS. Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science. By D.J. Foskett, UNESCO, 1976. Two main problems, which are dealt with in these studies, are of great importance to the development of education of children's librarians: 1. The discussion about the levels of education of librarians: Non-graduate - graduate, Professional & High School - University, and the difference between vocational and academic education. 2. The discussion about the relationship between information science and library science. In this context the result of a questionnaire about "Equivalence and Receprocity of Qualifications", sent out by the Library School Section, 1980, will be interesting. In these discussions and reports mentioned above not much is to be found about education of children's librarians - explicitely at any rate. You can find it implicit - and I propose that the Section considers to elaborate

comments, appendices or articles which can supply and fit into the structure and terminology which seems accepted in more and more relations. Let me give an example from mr. Saunders study, p.24 "It is possible to approach our subject (content of curriculum) in such a way that the principal areas of study which collectively make up information studies will emerge, and provide a structure upon which a curriculum may be built. These areas comprise the following:

a. human communication: a foundation course
b. user studies
c. sources of information
d. information/data storage and retrieval
e. organizational aspects
f. dissertation
g. electives"

These areals might well form a basis of a curriculum for education for children's librarianship. But it has to be elaborated and concretized. And further: If the idea of enlarging the academic part of our education proves successful, it is important that the Section considers how this enlargement of the theoretical part of the education can be a benefit for children's librarianship.

If these ideas are accepted I recommend to study the following suggestions submitted on the basis of experience within IFLA. The suggestions are to be found in: Library Service to Children, 3, p.8. Colin Ray, Library Service to Schools and Children, pp 105-109 (see appendix) and Aase Bredsdorff, Gedanken zur Ausbildung in der Kinderbibliotheksarbeit. In: Bibliothek' 76 International. Bremen, 1976, p. 32-39. In the two first mentioned publications the question of curriculum is discussed, and in the third article suggestions for handling the problems of integral and specialist courses are submitted.

At this stage I want to insert a remark on the comments from The Netherlands, quoted above. The Dutch colleagues miss (as an introduction maybe) "a vision of public library work/children's library work and want to have it formulated. What is the essence of this work now a days."

I don't disagree, but I will draw the attention to the fact, that it would be useful to have a look at already accepted statements, such as The UNESCO Manifesto for Public Libraries 1972, and Standards for Public Libraries 2. ed. 1977. For two reasons: 1. It might be advisable to stick to these statements, which are accepted by IFLA and UNESCO, and in many, many countries these aims and goals are far from fulfilled. 2. If updated visions means a more detailed desciption, I think we will run into the same difficulties of disagreement which we have been met by in drawing up the Recommendations.

And now let me try to come to a sort of conclusion. Because of the development of the philosophy of our education and training, which can be learned from the documents I have referred to, I find that it is urgent for our Section to start a close

cooperation with the Section of Library Schools. It can be done in other ways than suggested by me, but it cannot be done overnight and not by a single person. In other words: There is a lot of work to be done and carefully planned.

If such a project is decided upon it does not necessarily mean, that the draft of the Recommendation and the comments given by colleagues have been written in vain. It is a possibility to publish the general part of the Recommendation to which everybody agree, a list of the themes which are mentioned and a report of the considerations of the Section - or a progress-report.

Articles about different models of education and training according to a carefully prepared outline could also be provided.

Finally: According to the draft Medium Term Programme 1981-85 all the Divisions of Regional Activities have education on their programmes. As soon as possible these Divisions should be informed about the plans of this Section and be asked for cooperation and guidance.

I have not mentioned the school libraries in this short paper, but it goes without saying, that the School Library Section should be consulted and involved in the much needed cooperation with other Sections. Not least in the negotiations with the Division of Regional Activities.